Community Risk Specialist
Course Plan

Course Details

Certification: Community Risk Specialist

CTS Guide: Community Risk Specialist Certification Training Standards Guide

Description: This course provides the skills and knowledge needed for the Community Risk Specialist to perform his/her duties safely, effectively, and competently by preparing educational programs and information to meet identified needs; conducting JFS intakes/interviews to determine needs for referral and/or implementing educational intervention strategies; and managing interactions with the media and articulating organizational messages as a PIO.

Designed For: Community Risk Specialist Candidate

Prerequisites: Community Risk Educator

Introduction to Incident Information, NWCG S-203

Introduction to Wildland Fire Behavior NWCG S-190

ICS for Single Resources and Initial Action Incidents I-200.B

Youth Firesetting Prevention and Intervention Level I NFA-F0633; **or**

>   Youth Firesetting Prevention and Intervention NFA-R0629

Public Information Officer Awareness, EMI Independent Study IS-289

Standard: Complete all activities and formative tests.

Complete all summative tests with a minimum score of 80%.

Hours: Lecture: 45:30

Activities: 10:30

Testing: 1:00

Hours (Total):   57:00

Maximum Class Size: 30

Instructor Level: Instructor Level 1

Instructor/Student Ratio: 1:30

Restrictions: None

SFT Designation: CFSTES

Required Resources

Instructor Resources

To teach this course, instructors need:
- Fire and Life Safety Educator First Edition, Author: Marsha Giesler, Cengage Brain, ISBN:13-978-1-4283-0541-0
  Or
  Fire and Life Safety Educator, Third Edition, IFSTA, Fire Protection Publications, ISBN: 978-087939396-0

Online Instructor Resources

The following instructor resources are available online at
http://osfm.fire.ca.gov/training/SFTCurriculum.php

Student Resources

To participate in this course, students need:
- Fire and Life Safety Educator First Edition, Author: Marsha Giesler, Cengage Brain, ISBN:13-978-1-4283-0541-0
  Or
  Fire and Life Safety Educator, Third Edition, IFSTA, Fire Protection Publications, ISBN: 978-087939396-0

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:
- None

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
   - Restroom locations
   - Food locations
   - Smoking locations
   - Emergency procedures
2. Identify classroom requirements
   - Start and end times
   - Breaks
   - Electronic device policies
   - Special needs and accommodations
   - Other requirements as applicable
3. Review course syllabus
   - Course objectives
   - Calendar of events
   - Course requirements
   - Student evaluation process
   - Assignments
   - Activities
   - Required student resources
   - Class participation requirements

Discussion Questions

1. What is a formative test? What is a summative test?

Activities

1. To be determined by the instructor.

Topic 1-2: Community Risk Specialist Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Community Risk Officer certification track, the courses and requirements for Community Risk Specialist certification, and be able to describe the capstone task book and testing process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Community Risk Officer certification track

- Community Risk Educator
- Community Risk Specialist
- Community Risk Officer
2. Identify the courses required for Community Risk Specialist
   - Community Risk Educator
   - Community Risk Specialist
3. Identify any other requirements for Community Risk Specialist
   - One year of full-time experience or two years volunteer experience in fire and life safety education.
4. Describe the capstone task book process
   - Complete all prerequisites and course work
   - Submit application and fees to request capstone task book
   - Complete all job performance requirements included in the task book
   - Must have identified evaluator verify individual task completion via signature
   - Must have Fire Chief or authorized representative verify task book completion via signature
   - Must be employed by a Fire Agency in the position prior to submitting completed task book to State Fire Training
5. Describe the capstone testing process
   - Complete course work
   - Schedule online capstone test
   - Schedule skills evaluation test

Discussion Questions
1. How many levels are there in the Community Risk Officer certification track? What are they?

Activities
1. To be determined by the instructor.

Unit 2: FLSE Administration

Topic 2-1: Preparing a Fire and Life Safety Budget Proposal

Terminal Learning Objective
At the end of this topic, a student, given budgetary guidelines, program needs, and delivery expense projections, will be able to prepare a written budget proposal for a specific program or activity, follow all guidelines, and identify all program needs.

Enabling Learning Objectives
1. Explain budgetary process
2. Review governmental accounting procedures
3. Identify federal, state/provincial, and tribal laws
4. Describe organizational bidding process
5. Identify organization purchase requests

6. Estimate project costs
7. Complete budget forms
8. Complete requisition/purchase orders
9. Collect, organize, and format budgetary information
10. Complete program budget proposal
11. Complete purchase requests

Discussion Questions
1. What is the process for developing a fire and life safety education budget for a specific project?
2. What information should be contained in a budget proposal?

Activities
1. To be determined by the instructor.

Instructor Notes
1. None

CTS Guide Reference: CTS 1-1

Topic 2-2: Project Fire and Life Safety Program Budget Income/Expenditures

Terminal Learning Objective

At the end of this topic, a student, given program needs, past expenditures, current materials, personnel cost, and guidelines, will be able to project program budget income/expenditures and address all program needs within accepted guidelines.

Enabling Learning Objectives
1. Identify resource availability and cost
2. Describe budget preparation
3. Identify management objectives
4. Retrieve, review, and organize past budget information
5. Project income/expenditures
6. Prepare a budget

Discussion Questions
1. What information should be contained in a budget proposal?
2. What are some commonly used budget cycles?

Activities
1. To be determined by the instructor.

Instructor Notes
1. Consider providing sample budgets for students to review.

CTS Guide Reference: CTS 1-2

Topic 2-3: Developing Fire and Life Safety Public Policy Recommendations

Terminal Learning Objective

At the end of this topic, a student, given a fire or injury issue and policy development guidelines, will be able to develop a public policy recommendation for management,

provide justification for the policy, explain the issue, identify solutions, and state the impact or benefit from adopting the policy.

Enabling Learning Objectives
1. Describe public policy process
2. Analyze local fire and injury issues
3. Format policy
4. Project possible outcome

Discussion Questions
1. What is the public policy process?
2. What are the advantages to using the public policy process?

Activities
1. To be determined by the instructor.

Instructor Notes
1. Consider providing a case study or multiple case studies.

CTS Guide Reference: CTS 1-3

Topic 2-4: Evaluating Fire and Life Safety Subordinate Performance

Terminal Learning Objective

At the end of this topic, a student, given written performance criteria, organizational policies on performance evaluations, and evaluation forms, will be able to evaluate subordinate performance objectively, provide feedback to the employee, and complete the evaluation according to organizational policy and procedures.

Enabling Learning Objectives
1. Review federal, state/provincial, and tribal employment regulations
2. Describe personnel evaluation techniques
3. Complete specific evaluation forms
4. Document subordinate performance
5. Review performance evaluation with the subordinate

Discussion Questions
1. Why are performance evaluations important?
2. What is the procedure for evaluating the performance of a subordinate?

Activities
1. To be determined by the instructor.

Instructor Notes
1. Consider providing sample evaluation tools.

CTS Guide Reference: CTS 1-4

Unit 3: FLSE Planning and Development

Topic 3-1: Establishing Fire and Life Safety Education Priorities

Terminal Learning Objective

At the end of this topic, a student, given relevant local loss and injury data, will be able to establish fire and life safety education priorities within a program to include local fire and life safety education activities that address identified risk priorities.

Enabling Learning Objectives

1. Describe community risk assessment process
2. Analyze content of reports and data
3. Identify prevention interventions
4. Collect, analyze, and interpret data
5. Identify and address priority risk issues

Discussion Questions

1. What is the proper process for identifying and prioritizing local risks?
2. What are the risk priorities in your area?

Activities

1. Ask students to research local loss and injury data via the American Fact Finder tool on the U.S. Census Bureau website (http://factfinder2.census.gov/legacy/aff_sunset.html).

Instructor Notes

1. Encourage students to become familiar with local fire issues.

CTS Guide Reference: CTS 2-1

Topic 3-2: Facilitating Fire and Life Safety Collaborative Partnerships

Terminal Learning Objective

At the end of this topic, a student, given information about the organizations in the partnership, goals of the partnership, and organizational guidelines, will be able to facilitate a fire and life safety collaborative partnership to achieve education objectives.

Enabling Learning Objectives

1. Review planning and political process
2. Identify group management and dynamics
3. Review meeting times and locations of existing coalitions
4. Describe group process
5. Identify resources
6. Communicate objectives
7. Negotiate objectives
8. Resolve conflict
9. Interact in a group
10. Recognize opportunity for shared effort
11. Facilitate small group process

Discussion Questions

1. Why is it important to have collaborative partnerships?
2. What are some collaborative opportunities in your area?
3. What items would be placed on the agenda of a collaborative meeting?

Activities
1. To be determined by the instructor.

Instructor Notes
1. Consider asking a collaborative partner to speak to the group.

CTS Guide Reference: CTS 2-2

Topic 3-3: Preparing Fire and Life Safety Resource Requests to External Agencies

Terminal Learning Objective
At the end of this topic, a student, given agency and external agency policies on requesting resources and description of the resources needed, will be able to prepare a request for resources from an external organization, identify needed resources, and conform to department/agency policies and the requirements of the resource provider.

Enabling Learning Objectives
1. Identify legal issues
2. Review agency and external agency policies for requesting resources
3. Demonstrate the ability to write proposals

Discussion Questions
1. What key information should be included in a proposal?
2. What are some of your program's current needs and what are the external resources available to meet those needs?

Activities
1. To be determined by the instructor.

Instructor Notes
1. None

CTS Guide Reference: CTS 2-3

Unit 4: FLSE Education and Implementation

Topic 4-1: Developing Fire and Life Safety Informational Materials

Terminal Learning Objective
At the end of this topic, a student, given an identified fire or life safety objective and characteristics of the target audience, will be able to develop informational material that is accurate, relevant to the objective, and specific to the characteristics and needs of the target audience.

Enabling Learning Objectives
1. Identify data resources
2. Review information systems, including format and materials
3. Describe the learning theory
4. Identify community risk and prevention interventions
5. Understanding of high-risk populations and persons with disabilities and those with access and functional needs
6. Assemble information in specific format

7. Generate written communications relevant to the needs of target populations
8. Locate resources to assist with specific challenges such as peoples and populations with disabilities and those with access and functional needs

Discussion Questions

1. What strategies can be used to design a positive learning outcome?
2. What is the proper procedure for developing a lesson plan?
3. What are some challenges to the learning process for various audiences?
4. What are the advantages and disadvantages of different types of educational media?

Activities

1. Consider splitting the group in half and having one half speak on the advantages of different educational media, and the other half talk about the disadvantages.

Instructor Notes

1. None

CTS Guide Reference: CTS 3-1

Topic 4-2: Developing Fire and Life Safety Lesson Plans

Terminal Learning Objective

At the end of this topic, a student, given learning objectives and specified audience(s), will be able to develop a lesson plan, meet objectives, and address the needs of the target audience.

Enabling Learning Objectives

1. Identify lesson plan format
2. Review needs assessment
3. Identify instructional methods and techniques
4. Design lesson plan
5. Adapt lesson plan based on audience needs

Discussion Questions

1. How does the audience influence the design of a lesson plan?

Activities

1. Split the class into groups and provide each group with the same learning objectives, but with a different audience. Each group is to write a lesson plan based on their specific audience.

Instructor Notes

1. This activity could be performed as an individual homework assignment or a group class assignment.

CTS Guide Reference: CTS 3-2

Topic 4-3: Developing Fire and Life Safety Educational Materials

Terminal Learning Objective

At the end of this topic, a student, given a lesson plan and specified audience(s), will be able to develop educational materials that support the lesson plan and are specific to the audience.

Enabling Learning Objectives
1. Identify types of educational materials
2. Review instructional development and graphics
    - Ensure material is reflective of the community
    - Review risk assessment
3. Design educational material
    - Review Dale's Cone of Experience

Discussion Questions
1. What educational material has been the most effective in your personal experience?
2. What are some legal issues of using logos, trademarks, videos, etc. in the classroom?
3. What are some considerations when developing age appropriate, educationally appropriate, behaviorally sound, and culturally sensitive educational material?

Activities
1. To be determined by the instructor.

Instructor Notes
1. None

CTS Guide Reference: CTS 3-3

Topic 4-4: Designing Fire and Life Safety Education Program

Terminal Learning Objective

At the end of this topic, a student, given a comprehensive educational strategy and a target audience and its characteristics, will be able to design a fire and life safety education program to address the goals of a given strategy.

Enabling Learning Objectives
1. Review needs assessment
2. Identify evaluation instruments
3. Select educational methodology
4. Compile, organize, and evaluate educational program elements

Discussion Questions
1. What is an example of an educational strategy?
2. What are the components of an educational program?
3. How might a school's curriculum standards affect a fire and life safety educational program?

Activities
1. Students will review an educational program evaluation instrument.

Instructor Notes
1. None

CTS Guide Reference: CTS 3-4

Topic 4-5: Revising Fire and Life Safety Educational Programs

Terminal Learning Objective

At the end of this topic, a student, given results of an evaluation process and program objectives, will be able to revise an educational program until objectives are achieved.

Enabling Learning Objectives

1. Review educational methodology
2. Write or revise specific objectives and lesson plans
3. Analyze data

Discussion Questions

1. What are several factors that drive the need to revise an educational program?
2. What are some desired outcomes in an educational program?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 3-5

Unit 5: FLSE Evaluation

Topic 5-1: Developing Fire and Life Safety Evaluation Strategies

Terminal Learning Objective

At the end of this topic, a student, given educational program goals and objectives and evaluation instrument(s), will be able to develop an evaluation strategy to measure program outcomes.

Enabling Learning Objectives

1. Analyze evaluation methods
2. Collect and analyze data
3. Implement evaluation strategy

Discussion Questions

1. What is the process for developing an evaluation strategy to measure outcomes of a risk reduction program?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Consider explaining that the evaluation strategy can include the entire program, an activity, customer satisfaction, measuring the awareness campaign, etc.

CTS Guide Reference: CTS 4-1

Topic 5-2: Designing Fire and Life Safety Evaluation Instruments

Terminal Learning Objective

At the end of this topic, a student, given educational program goals and objectives and an evaluation strategy, will be able to design an evaluation instrument to measure the program outcome.

Enabling Learning Objectives
1. Review testing methods
2. Select tools to measure program outcome
3. Validate testing instrument

Discussion Questions
1. What are some common testing methods?
2. What is the validation process for testing an evaluation instrument?

Activities
1. To be determined by the instructor.

Instructor Notes
1. Consider providing samples of an evaluation instrument for review.

CTS Guide Reference: CTS 4-2

Topic 5-3: Implementing Fire and Life Safety Evaluation Strategies

Terminal Learning Objective

At the end of this topic, a student, given educational program goals and objectives and evaluation instrument(s), will be able to implement an evaluation strategy to measure educational program outcomes.

Enabling Learning Objectives
1. Identify statistical analysis methods and resources
2. Analyze evaluation techniques
3. Select evaluation techniques
4. Implement evaluation methods

Discussion Questions
1. What affiliate organizations or outside sources can you consult with when developing an evaluation strategy?
2. How does the selection of the evaluation technique change with your audience?

Activities
1. To be determined by the instructor.

Instructor Notes
1. Consider reviewing the different types of evaluation tools, techniques, and implementation methods.

CTS Guide Reference: CTS 4-3

Unit 6: JFIS Administration

Topic 6-1: Assembling JFIS Intake Forms and Materials

Terminal Learning Objective

At the end of this topic, a student, given approved forms and materials and program policies and procedures, will be able to assemble intake process forms and materials according to program policies and procedures.

Enabling Learning Objectives
1. Review program policies and procedures
2. Review approved forms and materials
3. Identify regulations governing confidentiality
4. Organize materials

Discussion Questions
1. What are the various profiles of a juvenile firesetter?
2. What steps should be followed during an intake process to ensure that basic information about the child/youth, family, and firesetting incident is obtained?

Activities
1. To be determined by the instructor.

Instructor Notes
1. Consider providing various samples of forms and materials from different approved programs.

CTS Guide Reference: CTS 1-5

Topic 6-2: Assembling JFIS Interview Tools and Materials

Terminal Learning Objective
At the end of this topic, a student, given tools, forms, and materials as determined by program policies and procedures, will be able to assemble interview tools and material resources to conduct an interview with a juvenile and his or her family.

Enabling Learning Objectives
1. Review program policies and procedures
2. Review approved forms and materials
3. Organize materials

Discussion Questions
1. What are some tools and materials necessary to conduct an interview with a juvenile and his or her family?

Activities
1. To be determined by the instructor.

Instructor Notes
1. Consider referencing FEMA's Youthful Firesetting Intervention Specialist I curriculum

CTS Guide Reference: CTS 1-6

Topic 6-3: Utilizing Personal Work Schedules to Conduct JFIS Interviews

Terminal Learning Objective
At the end of this topic, a student, given contact names and requested times, will be able to utilize a personal work schedule to conduct all interviews on time and in a location agreeable to all parties.

Enabling Learning Objectives
1. Review program policies and procedures
2. Manage time

Discussion Questions
1. What are the considerations when selecting an interview location?
2. How long should an interview last?
3. What components of the assessment process could affect the length of an interview?
4. What are some potential negative impacts from improper time management?

Activities
1. To be determined by the instructor.

Instructor Notes
1. None

CTS Guide Reference: CTS 1-7

Topic 6-4: Reporting JFIS Case Information to a Supervisor

Terminal Learning Objective

At the end of this topic, a student, given a case file that includes approved forms, the intake/interview information, and selected intervention(s), will be able to report case information to a supervisor to ensure that the intervention process meets all required program policies and procedures.

Enabling Learning Objectives
1. Review intake/interview process
2. Review program policies and procedures
3. Prepare program forms
4. Describe types of intervention
5. Identify, summarize, and communicate relevant case information

Discussion Questions
1. What are some examples of mandatory reporting information?

Activities
1. To be determined by the instructor.

Instructor Notes
1. None

CTS Guide Reference: CTS 1-8

Topic 6-5: Recording and Securing JFIS Data

Terminal Learning Objective

At the end of this topic, a student, given case information, approved forms and/or a database, and program policies and procedures, will be able to record and secure data and complete statistical analysis.

Enabling Learning Objectives
1. Review program policies and procedures
2. Review approved forms
3. Evaluate required record-keeping systems
4. Gather and organize data

Discussion Questions
1. What secure locations and recording methods are available at your agency?
2. What are the requirements (i.e. state/federal, public/private) regarding securing personal information?
3. What demographic information is necessary in order to perform a statistical analysis?

Activities
1. To be determined by the instructor.

Instructor Notes
1. Consider reviewing pertinent privacy laws.

CTS Guide Reference: CTS 1-9

Unit 7: JFIS Planning and Development

Topic 7-1: Reviewing JFIS Case Files

Terminal Learning Objective
At the end of this topic, a student, given intake information, will be able to review a case file before speaking with the juvenile and his or her family so the JFIS is familiar with the circumstances of the firesetting incident(s).

Enabling Learning Objectives
1. Describe program policies and procedures for the intake process
2. Explain necessary components of the intake process
3. Determine information needed to complete the juvenile and family interviews

Discussion Questions
1. What types of documents are necessary in the case file?
2. Why should the intervention of juvenile firesetters follow an organized process?
3. What types of internal documents would you review prior to the interview process?
4. How is your agency involved in a juvenile firesetter program?

Activities
1. Students will review samples of redacted intake forms.

Instructor Notes
1. Consider providing sample forms from various agencies.

CTS Guide Reference: CTS 3-6

Topic 7-2: Initiating JFIS Contact with Families

Terminal Learning Objective
At the end of this topic, a student, given the case file, will be able to initiate contact with the family, explain the program and its benefits, schedule a time, date, and place for the intake/interview, and advise the family of possible intervention options.

Enabling Learning Objectives
1. Build rapport
2. Describe program policies and procedures
3. Explain scope of services

4. Describe community resources, services, and organizations
5. Manage time and communications

Discussion Questions

1. Why are communication skills important to the JFIS?
2. What are some different locations for the intervention and how does the location affect meeting outcomes?
3. What are some positive ways to phrase your agency's link with the family?

Activities

1. Students will role play an intervention. Consider utilizing video equipment, if available, to critique technique and body language.

Instructor Notes

1. Consider seeking out local JFIS experts to speak to the class.

CTS Guide Reference: CTS 3-7

Topic 7-3: Conducting JFIS Intakes and Interviews

Terminal Learning Objective

At the end of this topic, a student, given approved forms and guidelines, will be able to conduct and establish the purpose and limits of the intake/interview, establish rapport, gather relevant information, identify and intervene in any immediate life-threatening situations, report any suspected abuse or neglect, record and report observations, and summarize findings.

Enabling Learning Objectives

1. Describe federal, state/provincial, and tribal laws and legal consequences
2. Describe procedures pertaining to juveniles
3. Identify firesetting behavior
4. Identify the stages of human development
5. Describe abuse or neglect
6. Conduct an intake/interview and document findings
7. Identify profile of the firesetter and his or her family
8. Use professional interview techniques
9. Manage time

Discussion Questions

1. What constitutes a mandated reporter?
2. How do you motivate family members to alter their behaviors to a positive outcome?
3. How do the laws and best practices guide the interview process?
4. What are the components of the initial and secondary interview interventions?
5. Under what conditions does a case or intervention process need to be passed on to your supervisor?
6. What is the Gladys R. ruling and how does it affect the interview intervention process?

Activities

1. Using a case study, ask student to determine a juvenile firesetter profile.

Instructor Notes
1. Consider providing a handout of applicable state, federal, and tribal laws and a case study for review or to analyze as a homework assignment.

CTS Guide Reference: CTS 3-8

Topic 7-4: Determining JFIS Intervention Options

Terminal Learning Objective

At the end of this topic, a student, given the case file, completed intake/interview forms, and knowledge of fire safety, will be able to determine intervention(s) and referral options with regard to educational, mental health, and/or possible legal consequences, select specific educational material, explore mental health options, and explain legal consequences.

Enabling Learning Objectives
1. Describe fire safety education
2. Identify juvenile firesetter characteristics and behaviors
3. List mental health options
4. Explain legal consequences
5. Review intake/interview forms
6. Identify current interagency network
7. Review referral process
8. Review program policies and procedures
9. Analyze information
10. Select educational materials and community resources, services, and organizations

Discussion Questions
1. What are some available mental health options for a juvenile firesetter?
2. What partner agencies can provide resources for a juvenile firesetter and their family?
3. What preparation is required in order to provide referral information to the families?

Activities
1. To be determined by the instructor.

Instructor Notes
1. None

CTS Guide Reference: CTS 3-9

Topic 7-5: Implementing JFIS Interventions

Terminal Learning Objective

At the end of this topic, a student, given the case file, educational materials, and referral resources, will be able to implement educational, mental health, and legal interventions that the firesetter and his or her family can complete.

Enabling Learning Objectives
1. Identify educational resources, methodology, and techniques
2. Explain legal consequences
3. Explain fire science principles

4. Identify stages of human development
5. Review program policies and procedures
6. Initiate educational intervention(s) with identified learning objectives, presentation skills, and methods

Discussion Questions
1. How does your program provide support for the family after the intervention phase?
2. What is the procedure for facilitating accountability for juveniles/families receiving intervention services?
3. What are the legal responsibilities for the family of a juvenile firesetter?

Activities
1. To be determined by the instructor.

Instructor Notes
1. Juvenile Firesetter Intervention Handbook, www.usfa.dhs.gov/applications/publications
2. Fireproof Children, www.fireproofchildren.com

CTS Guide Reference: CTS 3-10

Topic 7-6: Implementing JFIS Referral Processes

Terminal Learning Objective
At the end of this topic, a student, given a current interagency network list and program policies and procedures, will be able to implement the referral process and offer access to needed services to the juvenile firesetter and his or her family in a timely fashion.

Enabling Learning Objectives
1. Identify current interagency network
2. Review referral process
3. Contact other agencies
4. Make referrals
5. Maintain confidentiality during the referral process

Discussion Questions
1. What agencies are available for referrals?
2. How often should your referral list be updated?
3. When should you check in with a family after administering a referral?

Activities
1. To be determined by the instructor.

Instructor Notes
1. None

CTS Guide Reference: CTS 3-11

Unit 8: JFIS Evaluation

Topic 8-1: Collecting and Recording JFIS Feedback

Terminal Learning Objective

At the end of this topic, a student, given completed intervention(s), referrals, and approved forms and materials, will be able to offer the juvenile firesetter and his or her family the opportunity to provide feedback at designated intervals and collect and record feedback.

Enabling Learning Objectives

1. Review program policies and procedures
2. Review approved forms and materials
3. Recognize regulations governing confidentiality
4. Compile and organize data
5. Manage time

Discussion Questions

1. What is active listening and why is it important when collecting and recording feedback?
2. How do you initiate feedback with various age groups?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Consider demonstrating active listening or showing an educational video.

CTS Guide Reference: CTS 4-4

Topic 8-2: Measuring and Documenting JFIS Intervention Results

Terminal Learning Objective

At the end of this topic, a student, given completed feedback forms, will be able to measure changes in the juvenile firesetter and his or her family and document program results.

Enabling Learning Objectives

1. Review program policies and procedures
2. Recognize regulations governing confidentiality
3. Review approved forms and materials
4. Compile, organize, and analyze data
5. Manage time

Discussion Questions

1. What are proper procedures for securing and maintaining program results?
2. Are there timelines associated with retaining documents related to juvenile firesetters?
3. Why is it important to measure behavior changes?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 4-5

Unit 9: Public Information Officer

Topic 9-1: Conducting Media Interviews and Preparing News/Press Releases

Terminal Learning Objective

At the end of this topic, a student, given incident information, PIO worksheets, organizational policies, incident or event information, and organizational policies, will be able to conduct media interviews and disseminate all information compiled on worksheets accurately and in a timely manner to the media and prepare a news/press release that is pertinent, timely, concise, and accurate.

Enabling Learning Objectives
1. Review interview methodologies
2. Demonstrate interview skills
3. Collect information
4. Complete PIO worksheets
5. Demonstrate the ability to provide media interviews
6. Review news/press release format
7. List media requirements
8. Compose information in accordance with media requirements

Discussion Questions
1. What are some common interview strategies?

Activities
1. In pairs, students will conduct personal interviews and write a news/press release.

Instructor Notes
1. Consider inviting a local media personality to speak to the class.

CTS Guide Reference: CTS 5-1

Topic 9-2: Establishing Media Areas

Terminal Learning Objective

At the end of this topic, a student, given incident or event information, organizational policies, and types of media present, will be able to establish a media area to provide for the safety of all media and facilitate effective communication.

Enabling Learning Objectives
1. Review incident management system and incident command system
2. Identify safety considerations
3. Identify other agencies
4. Manage media area and participants
5. Coordinate communication between the organization and the media

Discussion Questions
1. Who should the PIO contact or check in with upon arrival on scene?
2. What are some considerations when choosing a location for the media?

Activities
1. To be determined by the instructor.

Instructor Notes
1. Consider providing students with a list of required equipment or resources to have on hand when setting up a media area.

CTS Guide Reference: CTS 5-2

Topic 9-3: Disseminating Information to the Media

Terminal Learning Objective

At the end of this topic, a student, given a news/press release or media advisory and the characteristics of local media, including deadlines, organizational policies, and methods available to reach the media, will be able to disseminate timely and accurate information to the media.

Enabling Learning Objectives

1. Identify specified methods for disseminating information to the media
   - Identify deadlines for media transmission and distribution
   - Identify communication resources
   - Establish a phone line specifically for the media
2. Develop, maintain, and strengthen a relationship with the media

Discussion Questions

1. What are some local media outlets?
2. What are some ways to develop and maintain a relationship with your local media?
3. What is your agency's approval process for communicating incident/event information?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 5-3

Topic 9-4: Disseminating Information to Community Groups

Terminal Learning Objective

At the end of this topic, a student, given organizational policies and methods for contacting other groups and organizations, will be able to coordinate dissemination of information to specific community groups accurately and in a timely manner.

Enabling Learning Objectives

1. Maintain awareness of community groups
2. Develop, maintain, and strengthen relationships with community groups

Discussion Questions

1. How would you identify local community groups?
2. How does your organization use social media and other technologies to disseminate information?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 5-4

Topic 9-5: Preparing Media Advisories

Terminal Learning Objective

At the end of this topic, a student, given incident or event information and organizational policy, will be able to prepare a media advisory that is pertinent, timely, concise, and accurate.

Enabling Learning Objectives

1. Describe media advisory formatting
2. Compose information in accordance with media requirements

Discussion Questions

1. What is the difference between a media advisory and a news/press release?
2. Where would you locate your agency's specific media requirements?
3. What division or department approves your media format requirements?
4. What is your agency's approval process for distributing a media advisory to the public?

Activities

1. Given sample information, students will prepare a media advisory.

Instructor Notes

1. None

CTS Guide Reference: CTS 5-5

Topic 9-6: Disseminating Information Internally

Terminal Learning Objective

At the end of this topic, a student, given incident or event information and organizational policies, methods, and a time frame for releasing information, will be able to disseminate timely and accurate information to an internal target audience.

Enabling Learning Objectives

1. Identify specific methods for disseminating internal information
2. Maintain relationship with internal target audience
3. Utilize available information technology

Discussion Questions

1. Who are your internal target audiences?
2. What technology does your agency have available?
3. How do health information restrictions (i.e. HIPAA) affect internal information dissemination?

Activities

1. To be determined by the instructor.

Instructor Notes

1. None

CTS Guide Reference: CTS 5-6

Topic 9-7: Coordinating a News Conference

Terminal Learning Objective

At the end of this topic, a student, given incident, event, or issue information, media characteristics, methods available for reaching media, and organizational policies on news conferences, will be able to coordinate a news conference for the media, obtain a site, notify desired media and participants in the news conference, establish a news conference agenda, and create a media information package.

Enabling Learning Objectives

1. List news conference needs
2. Establish a relationship with the media
3. Coordinate site selection
4. Create media materials
5. Disseminate information

Discussion Questions

1. What items are essential to establish a news conference?
2. What is included in a media information package?
3. What is the state or local protocol for coordinating notable speakers?
4. How do you coordinate information with different speakers at a news conference?
5. How do you establish a line of communication with the Joint Information Center (JIC), and why is this important?

Activities

1. Create a list of news conference needs in order of priority.

Instructor Notes

1. None

CTS Guide Reference: CTS 5-7

Time Table

The hours listed in the timetable are the minimum required to complete the lectures and activities included. These hours do not include any additional activities added by the instructor. Please keep in mind that this timetable is a guideline and does not allot any time for breaks or lunches. Please plan accordingly.

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	1:00		
Activity 1-1: To be determined by instructor		00:00	
Topic 1-2: Community Risk Specialist Certification Process			
Lecture	0:30		
Activity 1-2: To be determined by instructor		00:00	
Unit 1 Totals	**1:30**	**00:00**	**1:30**
Unit 2: FLSE Administration			
Topic 2-1: Preparing a Fire and Life Safety Budget Proposal			
Lecture	2:00		
Activity 2-1: To be determined by instructor		00:00	
Topic 2-2: Project Fire and Life Safety Program Budget Income/Expenditures			
Lecture	1:30		
Activity 2-2: To be determined by instructor		00:00	
Topic 2-3: Developing Fire and Life Safety Public Policy Recommendations			
Lecture	2:30		
Activity 2-3: To be determined by instructor		00:00	
Topic 2-4: Evaluating Fire and Life Safety Subordinate Performance			
Lecture	1:30		
Activity 2-4: To be determined by instructor		00:00	

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 2 Totals	**7:30**	**00:00**	**7:30**
Unit 3: FLSE Planning and Development			
Topic 3-1: Establishing Fire and Life Safety Education Priorities			
Lecture	2:30		
Activity 3-1: Recommended SFT		1:30	
Topic 3-2: Facilitating Fire and Life Safety Collaborative Partnerships			
Lecture	1:30		
Activity 3-2: To be determined by instructor		00:00	
Topic 3-3: Preparing Fire and Life Safety Resource Requests to External Agencies			
Lecture	1:00		
Activity 3-3: To be determined by instructor		00:00	
Unit 3 Totals	**5:00**	**1:30**	**6:30**
Unit 4: FLES Education and Implementation			
Topic 4-1: Designing Fire and Life Safety Educational Materials			
Lecture	1:30		
Activity 4-1: Recommended by SFT		1:00	
Topic 4-2: Developing Fire and Life Safety Lesson Plans			
Lecture	1:30		
Activity 4-2: Recommended by SFT		1:30	
Topic 4-3: Developing Fire and Life Safety Educational Materials			
Lecture	1:00		
Activity 4-3: To be determined by instructor		00:00	
Topic 4-4: Designing Fire and Life Safety Education Program			
Lecture	1:30		
Activity 4-4: Recommended by SFT		00:30	
Topic 4-5: Revising and Modifying Fire and Life Safety Educational Programs			
Lecture	1:00		

Segment	Lecture Time	Activity Time	Total Unit Time
Activity 4-5: To be determined by instructor		00:00	
Unit 4 Totals	**6:30**	**3:00**	**9:30**
Unit 5: FSLE Evaluation			
Topic 5-1: Developing Fire and Life Safety Evaluation Strategies			
Lecture	1:00		
Activity 5-1: To be determined by instructor		00:00	
Topic 5-2: Designing Fire and Life Safety Evaluation Instruments			
Lecture	1:00		
Activity 5-2: To be determined by instructor		00:00	
Topic 5-3: Implementing Fire and Life Safety Evaluation Strategies			
Lecture	1:30		
Activity 5-3: To be determined by instructor		00:00	
Unit 5 Totals	**3:30**	**00:00**	**3:30**
Unit 6: JFIS Administration			
Topic 6-1: Assembling JFIS Intake Forms and Materials			
Lecture	1:00		
Activity 6-1: To be determined by instructor		00:00	
Topic 6-2: Assembling JFIS Interview Tools and Materials			
Lecture	1:00		
Activity 6-2: To be determined by instructor		00:00	
Topic 6-3: Utilizing Personal Work Schedules to Conduct JFIS Interviews			
Lecture	1:00		
Activity 6-3: To be determined by instructor		00:00	
Topic 6-4: Reporting JFIS Case Information to a Supervisor			
Lecture	1:30		

Segment	Lecture Time	Activity Time	Total Unit Time
Activity 6-4: To be determined by instructor		00:00	
Topic 6-5: Recording and Securing JFIS Data			
Lecture	1:00		
Activity 6-5: To be determined by instructor		00:00	
Unit 6 Totals	**5:30**	**00:00**	**5:30**
Unit 7: JFIS Planning and Development			
Topic 7-1: Reviewing JFIS Case Files			
Lecture	1:30		
Activity 7-1: Recommended by SFT		00:30	
Topic 7-2: Initiating JFIS Contact with Families			
Lecture	1:00		
Activity 7-2: Recommended by SFT		1:00	
Topic 7-3: Conducting JFIS Intakes and Interviews			
Lecture	1:30		
Activity 7-3: Recommended by SFT		1:00	
Topic 7-4: Determining JFIS Intervention Options			
Lecture	1:30		
Activity 7-4: To be determined by instructor		00:00	
Topic 7-5: Implementing JFIS Interventions			
Lecture	1:30		
Activity 7-5: To be determined by instructor		00:00	
Topic 7-6: Implementing JFIS Referral Processes			
Lecture	1:00		
Activity 7-6: To be determined by instructor		00:00	
Unit 7 Totals	**8:00**	**2:30**	**10:30**
Unit 8: JFIS Evaluation			
Topic 8-1: Collecting and Recording JFIS Feedback			
Lecture	1:00		
Activity 8-1: To be determined by instructor		00:00	

Segment	Lecture Time	Activity Time	Total Unit Time
Topic 8-2: Measuring and Documenting JFIS Results			
Lecture	1:00		
Activity 8-1: To be determined by instructor		00:00	
Unit 8 Totals	**2:00**	**00:00**	**2:00**
Unit 9: Public Information Officer			
Topic 9-1: Conducting Media Interviews and Preparing News/Press Releases			
Lecture	1:30		
Activity 9-1: Recommended by SFT		2:00	
Topic 9-2: Establishing Media Areas			
Lecture	1:00		
Activity 9-2: To be determined by instructor		00:00	
Topic 9-3: Disseminating Information to the Media			
Lecture	1:00		
Activity 9-3: To be determined by instructor		00:00	
Topic 9-4: Disseminating Information to Community Groups			
Lecture	0:30		
Activity 9-4: To be determined by instructor		00:00	
Topic 9-5: Preparing Media Advisories			
Lecture	0:30		
Activity 9-5: Recommended by SFT		1:00	
Topic 9-6: Disseminating Information Internally			
Lecture	1:00		
Activity 9-6: Recommended by SFT		0:30	
Topic 9-7: Coordinating a News Conference			
Lecture	0:30		
Activity 9-7: To be determined by instructor		00:00	
Unit 9 Totals	**6:00**	**3:30**	**9:30**
Lecture, Activity, and Unit Totals:	**45:30**	**10:30**	**56:00**

Course Totals

Total Lecture Time (LT)	45:30
Total Activity Time (AT)	10:30
Total Testing Time (TT)	1:00
Total Course Time	**57:00**